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ABSTRACT

This paper presents 10 units in an introductory oral communication course which utilize instructional techniques necessary for student success in attaining 15 course objectives. Each unit consists of a goal statement and sections on objectives, content description, enabling activities, and instructional resources. The time frame for instruction suggested in the paper is the first day of the semester to a point prior to the first graded assignment. In the paper's presentation of the units, teaching strategies extend to Unit 10, just before demonstrative speeches are to be delivered by the students. The paper points out that by the time all non-graded presentations have been delivered, students have actively practiced goals and objectives necessary to be proficient in their graded speeches. The teaching tips suggested in the paper serve as a guide to ensure overall class improvement during the term. (NKA)

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"Formulating Instructional Goals and Objectives in the Introductory Oral Communication Course."
(Speech Education)

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This paper will evaluate and utilize instructional techniques necessary for student success in an introductory oral communication course. The time frame for instruction will be from the first day of the semester to a point prior to the first graded assignment.

A total of 10 units and 15 objectives will be examined here. Teaching strategies will extend to Unit X, just before demonstrative speeches are to be delivered.

By the time all non-graded presentations have been delivered, students have actively practiced goals and objectives necessary to be proficient in their graded speeches. These teaching tips serve as a guide to ensure overall class improvement during the term.

UNIT I
INTRODUCTION TO ORAL COMMUNICATION

GOAL:
The learner will be aware of all assignments and tasks he or she is responsible for in the course. This process for the student involves:

OBJECTIVE:
1.1 Understanding course requirements regarding graded and non-graded speech presentations, research exercises, peer critiques and attendance.

CONTENT DESCRIPTION	ENABLING ACTIVITIES	INSTRUCTIONAL RESOURCES
Introductory lecture of course requirements	Questions and comments from students about the course	Syllabus Textbook Personalized grade sheets

READINGS: Hay, Section 1 (Number 4)

UNIT II
DELIVERY STYLES

GOAL:
The learner will gain the knowledge necessary to understand specific aspects of effective oral communication delivery. This includes:

OBJECTIVES:
2.1 Discerning the differences between conversational and monotonic delivery styles. 2.2 Defining the term extemporaneous speaking.

CONTENT DESCRIPTION	ENABLING ACTIVITIES	INSTRUCTIONAL RESOURCES
Lecture of delivery styles and extemporaneous speaking	Discussion of delivery techniques which enhance audience perceptions of the speaker	Textbook C-SPAN videotape of U.S. Senate speeches

READINGS: Hay, Section 1 (Numbers 6 and 8)

UNIT III
COMMUNICATION APPREHENSION

GOAL:
The learner will acquire the skills necessary in overcoming the fear of speaking in public. This shall be accomplished by:

OBJECTIVES:
3.1 Analyzing the components of communication apprehension.
3.2 Writing individual analyses of the negative effects of stage fright upon speech performance.

CONTENT DESCRIPTION	ENABLING ACTIVITIES	INSTRUCTIONAL RESOURCES
Lecture of communication apprehension and stage fright	Student discussion of personal experiences with the fear of speaking in public	Textbook 20/20 videotape on stage fright

READINGS: Hay, Section 2 (Numbers 13 and 25)

UNIT IV
CRITICAL SPEECH ANALYSIS OF PEERS

GOAL:
The learner will develop an understanding of the principles of effective, in-depth peer speech critiques. This shall be accomplished by:

OBJECTIVE:
4.1 Watching videotapes of former Principles of Speech students and writing practice critiques on selected presentations.

CONTENT DESCRIPTION	ENABLING ACTIVITIES	INSTRUCTIONAL RESOURCES
Lecture on active listening, audience analysis and critical thinking skills	Discussion of the differences between constructive criticism and negative feedback	Textbook Principles of Speech videotapes dating from Fall 1985 to Fall 1993 Oral Communication evaluation forms

READINGS: Hay, Section 2 (Numbers 26 and 29)

UNIT V
SPEECHES OF INTRODUCTION

GOAL:
The learner will take the skills developed at this point to research and present a one-minute speech. Specifically, the student will:

OBJECTIVES:
5.1 Identify a class peer as the subject of a speech of introduction. 5.2 Write and deliver a non-graded one-minute speech about the individual he or she is paired with.

CONTENT DESCRIPTION	ENABLING ACTIVITIES	INSTRUCTIONAL RESOURCES
Lecture of topic selection criteria and effective interviewing skills	Students breaking into pairs and researching data for presentations Non-graded speeches of introduction Peer and instructor feedback of student presentations	Textbook Notecards for outlining purposes

READINGS: Hay, Section 2 (Numbers 19 and 21)

UNIT VI
DEMONSTRATIVE SPEECH TOPIC SELECTION

GOAL:
The learner will develop skills necessary in choosing a topic for the demonstrative speech, which is the first graded class presentation. The student will:

OBJECTIVE:
6.1 Type synopses of three relevant subjects for the demonstrative speech, and explain the significance of each in relation to a potential audience.

CONTENT DESCRIPTION	ENABLING ACTIVITIES	INSTRUCTIONAL RESOURCES
Lecture of demonstrative speaking, instructional speaking and source documentation	Discussion of how demonstrative speaking relies upon conversational delivery and chronological order of presentation	Textbook Copies of demonstrative speech synopses prepared by former students

READINGS: Hay, Sections 2 and 3 (Numbers 16, 18 and 33)

UNIT VII
IMPROMPTU SPEECHES

GOAL:
The learner will understand the importance of quick thinking and outlining skills in a public speaking situation where rehearsal time is unavailable. The student will:

OBJECTIVE:
7.1 Select a topic at random out of a hat and prepare a non-graded one-minute impromptu speech with one minute of preparation time.

CONTENT DESCRIPTION	ENABLING ACTIVITIES	INSTRUCTIONAL RESOURCES
Lecture of impromptu speaking skills and quick outlining techniques	Non-graded impromptu speeches Peer and instructor feedback of student presentations	Textbook Notecards for outlining purposes

READINGS: Hay, Section 3 (Numbers 37 and 40)

UNIT VIII
OUTLINE PREPARATION

GOAL:
The learner will develop skills in constructing speech outlines from which all graded speeches shall be presented. This process involves:

OBJECTIVES:
8.1 Identifying patterns of organization which are most effective in arranging demonstrative, informative, group discussion and persuasive speech topics.
8.2 Typing a tentative outline structure for the graded demonstrative speech.

CONTENT DESCRIPTION	ENABLING ACTIVITIES	INSTRUCTIONAL RESOURCES
Lecture of main points, thesis statements, introductions, conclusions and transitions	Discussion of how random ideas can be organized into a coherent, logical structure for presentation	Textbook Copies of demonstrative speech outlines prepared by former students

READINGS: Hay, Section 3 (Numbers 32, 36 and 41)

UNIT IX
EXTEMPORANEOUS SPEECHES

GOAL:
The learner will practice research and delivery skills in a similar manner as will be the case with his or her graded presentations. The student will:

OBJECTIVE:
9.1 Select a topic at random out of a hat and prepare a non-graded two-minute extemporaneous speech with 48 hours of preparation time.

CONTENT DESCRIPTION	ENABLING ACTIVITIES	INSTRUCTIONAL RESOURCES
Lecture of extemporaneous speaking skills, vocal variety, gestures and movements	Non-graded extemporaneous speeches Peer and instructor feedback of student presentations	Textbook Notecards for outlining purposes

READINGS: Hay, Sections 3 and 4 (Numbers 34, 42 and 47)

UNIT X
FINAL PREPARATION FOR DEMONSTRATIVE SPEECHES

GOAL:
The learner will improve upon his or her writing, delivery and visual aid skills for the graded demonstrative speech. This will be accomplished by:

OBJECTIVES:
10.1 Watching videotapes of previous speech classes in order to view proficiencies in content, organization and delivery.
10.2 Determining which visual aids will be appropriate for demonstration of their speech topics.

CONTENT DESCRIPTION	ENABLING ACTIVITIES	INSTRUCTIONAL RESOURCES
Lecture of language skills, visual aids, self-confidence and professionalism of the presentation	Discussion of any aspect of demonstrative speaking which the students wish to review	Textbook Poster boards and magic markers for visual aids Principles of Speech videotapes dating from Fall 1985 to Fall 1993

READINGS: Hay, Section 4 (Numbers 43 and 45)